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ABSTRACT

This document consists of worksheets used by the California Right to Read program. The worksheets include "Student Performance Data by Class," "Student Performance Data" (for a given grade), "Summary: Data on Reading Program," "Summary: Reading Methods," "Teacher Skill Assessment Form," "Skill Assessment Form for Content Area Teachers," "Additional Personnel Skill Assessment," "Skill Assessment Summary of Total Reading Personnel," "Summary: Reading Resources," "Non-Classroom School Personnel," "Outside Consultants," "Non-School Personnel and Resources," "Dollar Resources," and "Decision-Makers and Their Decision." (WR)

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NEEDS ASSESSMENT TABLE

WORKSHEETS

California State Department of Education
Right to Read Unit
Sacramento, California

CS 001 473

STUDENT PERFORMANCE DATA BY CLASS
TEACHER _____

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EVALUATION INSTRUMENT	ITEMS ASSESSED	DATE ADMINISTERED	CLASS RANGE	NUMBER PUPILS	CLASS AVERAGE	STATE OR NATIONAL NORM	DISTANCE of CLASS AVERAGE from NORM
	Sub-topics of Evaluation Instrument, e.g.,						
	Reading Vocabulary						
	Reading Comprehension						
	Language Mechanics						
	I. Q.						
	Self-concept						
	Attitude toward reading						
	Attitude toward school						

STUDENT PERFORMANCE DATA
For Grade ___

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EVALUATION INSTRUMENT	ITEMS ASSESSED	DATE ADMINISTERED	GRADE RANGE	NUMBER PUPILS	GRADE AVERAGE	STATE OR PUBLISHER NORM	DISTANCE of GRADE from TEST NORM

4

5

SUMMARY
DATA ON READING PROGRAM

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AREA	GRADES K	1	2	3	4	5	6	EXAMPLE 3
PROGRAM LOCATION								A, C

CODING FOR FOLLOWING THREE SECTIONS

A. Classroom teacher
B. Reading teacher (responsible for more than one class)
C. Team of teachers
D. Aide (working for salary)
E. Volunteer Aide
F. Students doing cross-age teaching
G. Students doing peer tutoring
H. Content Area Teachers (Departmentalization)
I. Differentiated Staffing
J. Other (specify)

_____

AREA	K	1	2	3	4	5	6	EXAMPLE 3
TEACHER/STUDENT ORGANIZATION								A D E
TIME SPENT IN PROGRAM								A - 300 min. D - 300 min. E - 60 min.
PERCENTAGE OF STUDENTS SERVED								A - 100% D - 33% E - 10%

SUMMARY

READING METHODS

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AREA	GRADES K	1	2	3	4	5	6	EXAMPLE 3
BASIC APPROACH								A - 3 H - 2
INSTRUCTIONAL TECHNIQUES								J - 1 J - 2 G F
STUDENT GROUPING								A - 65% B - 25% C - 10%
EVALUATION								1, 3, 6
FLEXIBILITY								1, 3, 5, 6, 7, 8

BASIC APPROACH (coding)

A. Basal Reader
B. Meaning Emphasis
C. Code Emphasis
D. Liguistic Approach
E. Modified Alphabet
F. Responsive Environment
G. Programmed Learning
H. Individualized Reading
I. Language Experience
J. Eclectic Approach
K. Reading in the Content Areas
L. Other (specify) _____

INSTRUCTIONAL TECHNIQUES (coding)

A. Machine Based Instruction
B. Other Programmed Instruction
C. Dramatination
D. Instructional T.V.
E. Interactive Media
F. Discussion Group
G. Demonstration-Performance
H. Lecture
I. Contracts
J. Supplementary Materials
K. Learning Stations
L. Other (specify) _____

STUDENT GROUPING (coding)

A. Small groups (5 or less)
B. Medium groups (6 or more)
C. Total Class
D. Large groups (2 or more classes)
E. Individualized Reading Instruction (could include all patterns)

TEACHER SKILL ASSESSMENT FORM

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The form below is an example which may be used to determine strengths and needs of staff members to plan an individualized program of inservice education. Any other form or procedure for systematic assessment of individual needs for inservice education may be utilized. The form below is suggested solely to determine inservice education needs of staff members and should not become a part of official personnel records.

Each teacher should determine his/her own strengths and needs for additional skills by appropriate comments below. The principal may also use this form for the same purpose. Jointly, then, the principal and teacher should determine individual teacher strengths and needs for inservice education.

SKILL BEING ASSESSED	Check areas in which teacher excels and would be effective in helping others	Check areas in which teacher is relatively confident and needs no further training	Check areas where teacher desires additional training
A MOTIVATING STUDENTS			
1 Creating and maintaining children's interest in reading			
2 Integrating subject into both school-oriented and non-school activities of children			
3 Other			
B DIAGNOSING PROBLEMS			
1 Determining the need of individual students for assistance in reading			
2 Selecting evaluative instruments to determine individual problem areas			
3 Other			
C PRESCRIBING FOR AND IMPLEMENTING SOLUTIONS TO PROBLEMS			
1 Knowledge of available information/ approaches to reading			
2 Knowledge of available alternative approaches to reading			
3 Ability to choose appropriate materials/approaches for a given reading problem			
4 Ability to teach the skills determined to be necessary for the individual objectives			
5 Knowledge of evaluative instruments to test the accomplishment of individual objectives			
6 Other			
D CLASSROOM MANAGEMENT			
1 Ability to organize simultaneously activities of numerous small groups and students on independent assignments			
2 Ability to utilize effective time and skills of other adults and student tutors.			
3 Other			

NAT - 5

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APPROACHES & TECHNIQUES BEING ASSESSED	Teacher excels and could help others	Teacher needs no further training	Teacher would like additional training	Teacher does not plan to use this approach or technique
E. BASIC APPROACHES				
1. Basal Reader				
2. Meaning Emphasis				
3. Code Emphasis				
4. Linguistics				
5. Modified Alphabet				
6. Responsive Environment				
7. Programmed Learning				
8. Individualized Reading				
9. Language Experience				
10. Eclectic Approach				
11. Reading in the Content Areas				
12. Other _____				
F. INSTRUCTIONAL TECHNIQUES				
1. Machine Based Instruction				
2. Other Programmed Instruction				
3. Dramatization				
4. Instructional T.V.				
5. Interactive Media				
6. Discussion Group				
7. Demonstration-Performance				
8. Lecture				
9. Contracts				
10. Supplementary Materials				
11. Learning Stations				
12. Other _____				

SKILL ASSESSMENT FORM FOR CONTENT AREA TEACHERS

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This is a suggested form to be used in the same way as the skills assessment form on NAT - 5 and NAT - 6. While the previous form was oriented to elementary teachers, this one is designed for secondary teachers in specific content areas. The intention is to help the content area teacher determine how well he or she is able to incorporate the teaching of reading skills in subject-oriented classes.

SKILL BEING ASSESSED	Area in which teacher excels and would be effective in helping others	Area in which teacher is relatively confident and needs no further training	Area in which teacher desires additional training
1. Determining the reading level of texts and other materials used (readability)			
2. Determining the reading abilities of students in the class			
3. Grouping students within the classroom for differentiated instruction			
4. Knowledge of methods to provide for various reading levels in a content area course			
5. Ability to rewrite or reorganize materials into different levels			
6. Teaching students the special study skills for the particular content/subject area			
7. Teaching the content/subject vocabulary			
8. Instructing students on how to read specific content/subject area materials			
9. Instructing students in the use of proper reference materials			

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SKILL BEING ASSESSED	AREA IN WHICH INDIVIDUAL IS COMPETENT	AREA IN WHICH INDIVIDUAL DESIRES ADDITIONAL TRAINING
A. ABILITY TO MOTIVATE STUDENTS		
B. KNOWLEDGE OF LANGUAGE DEVELOPMENT SKILLS		
C. ABILITY TO ASSESS PUPIL NEEDS		
D. POSSESSES BILINGUAL FACILITY		
E. ABILITY TO WORK UNDER DIRECTION OF CLASSROOM TEACHER		
F. ABILITY TO ORGANIZE PHYSICAL ACTIVITIES		

SKILL ASSESSMENT SUMMARY OF TOTAL READING PERSONNEL

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READING PERSONNEL	POSITION	GRADE	Skill areas in which teacher excels & would be effective in helping others	Skill areas in which teacher is relatively confident & needs no further training	Areas in which teacher would like additional training
CLASSROOM AND READING TEACHERS (List names of teachers)					
ADDITIONAL READING-RELATED PERSONNEL (List names of personnel)					
EXAMPLE: READING TEACHERS Ms. Jones	Reading Specialist	1st	A-1; D-1	D-1; C-2;	A-2; B-2; C-1; C-4; C-5; D-2
ADDITIONAL READING-RELATED PERSONNEL Ms. Smith	Aide	2nd		A, D, E	B, C, F

SUMMARY

READING RESOURCES

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AREA	GRADES						
	1	2	3	4	5	6	7
AVAILABLE: NUMBER OF READING TEACHERS/HOURS AVAILABLE	3/12	3/10					
NUMBER ADDITIONAL READING-RELATED PERSONNEL/ HOURS AVAILABLE	2/6	3/8					
NEEDED: NUMBER OF READING TEACHERS/HOURS AVAILABLE							
NUMBER ADDITIONAL READING-RELATED PERSONNEL/ HOURS AVAILABLE							

NON-CLASSROOM SCHOOL PERSONNEL

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Position	# available for reading related activities	% time available for such activities	Equivalent and full-time personnel	Provide diagnostic-prescriptive services	Teach reading skills	Tutor in reading	Read to or with student	Provide reading materials/guidance	
Example:	2	25%	.50	✓		✓			
Principal									
Vice Principal									
Other administrative personnel (specify)									
Librarian									
School Nurse									
Vision, Hearing or Speech Specialists									
Director Personnel									
School/District Psychologist									
	19						20		

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	NAME	SOURCE	SERVICES	MAN-DAYS AVAILABLE PER MONTH
Example 1:	Mary Smith	Stanford	Language Experience In-Service training	1 day
Example 2:	Ellis Bowman	U.C. Berkeley	Diagnostic-Prescriptive	2-day workshop (once only)

NON-SCHOOL PERSONNEL AND RESOURCES

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	Number available for leading support services	Hours/days available per week	Provide catering services	Provide diagnostic-prescriptive services	Provide technical assistance	Provide publicity; media coverage	Provide motivational activities	Provide in-service training	Provide consultant services		
	15	30	✓			✓	✓				

DOLLAR RESOURCES

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	Total dollars available	Total amount devoted specifically to reading	Total for reading personnel	Total for reading materials	Total for contract services	Total for language skills activities (excluding reading)	

(Total dollars available for reading) ÷ (Average daily attendance) = (Cost per ADA for Reading)

(Total school dollars available) ÷ (ADA) = (Total cost per ADA)

(Total dollars available for Reading) ÷ (ADA) = (Cost per ADA for Reading)

(Total school dollars available) ÷ (ADA) = (Total cost per ADA)

DECISION-MAKERS AND THEIR DECISIONS

AREAS OF DECISION-MAKING REGARDING A READING PROGRAM

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	Decisions on books, class, time, etc. made by teacher in charge	Selection of tests and materials	Allocation of time to reading	Selection of objectives for individual students	Assignment of teachers to teach reading classes	Preparation of curriculum guide	Testing and evaluation of reading program	Allocation of money to various curriculum areas		